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THE

MICHIGAN TEACHER;

ORGAN OF

The State Teachers' Association,

AND OF

The Department of Public Instruction.

"The True Education is Practicable only to the True Philosopher."

WILLIAM H. PAYNE, Ypsilanti, Resident Editor.
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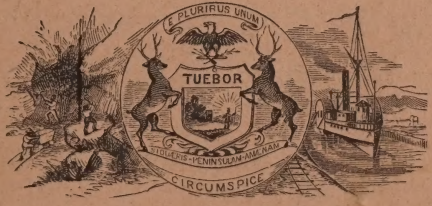

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THE

MICHIGAN TEACHER.

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SCHOOL MANAGEMENT.

NO. 2.

PRUDENT management may be regarded as the means of securing good order and good discipline. It is very certain that a school will never become orderly in all its movements unless there be a wise employment of adequate means. There is far greater probability that a tree, left entirely to itself, will be developed into comely proportions, than that a child, left to his own self-activity, will observe that "eternal fitness of things" which is the very essence of good order. The will-power in human nature is an ever active centrifugal force; and unless there be a contrary force just as powerful and just as constant, the child or the man will be carried from his proper sphere in tangents, and will jostle both the orderly and the disorderly. The fact of this constant tendency to pass beyond the line which separates what we may from what we may not do, and the consequent necessity of an adequate opposing force, are the elements involved in discussing the ways and means of securing good order. A full understanding of these facts in their related consequences would go far toward removing the difficulties which now oppose good government, family, school and civil; and it may be profitable to consider more fully a few facts which have a direct bearing upon the questions under discussion.

1. That which determines one's individuality, which causes men to think and to act differently, which adapts to special employments, and predisposes to different tastes and opinions, in a word, that which makes mankind heterogeneous instead of homogeneous, is one of the clearest evidences of Creative Wisdom. We will not stop to speculate upon the results of a perfect uni-

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formity in acting and thinking; but we will speak in condemnation of the attempt by some teachers and parents to secure such results. The notion seems to prevail that a school is a kind of Procrustes' bed, whose legitimate work is to secure a uniformity as absolute as possible. In it, individual peculiarities are to be repressed. There must be the same likes and the same dislikes—the same thinking, feeling and acting. It is quite probable that this error has resulted from the attempt to reduce the work of education to a complete system. If so, it is not the fault of the system itself, but of those who unwisely use it. System presupposes diversity, and is in reality a plan by means of which opposing differences may be made to subserve some useful end. The advantages of system are most clearly shown where counter forces are involved; and were there no possibility that one interest could trespass upon another, system would be needless. There is, then, in school, the most ample room for the recognition of differences in temperament and in mental constitution. The teacher is not to destroy these constitutional peculiarities, but is to check the growth of one and stimulate the development of another, so that each character shall be symmetrical in itself, and still preserve its individuality.

2. The more numerous the relations are in which a man stands to his fellow-creatures, the greater must be the restraint upon his acts, and the more complicated the system which prescribes what he may and what he may not do. The proper discipline of a boy as the member of a family, and as a member of a school, are two very different things. In one case he stands in certain relations to five persons, in the other to twenty-five; and the restrictions made in the first instance must have a corresponding increase in the second. And so the government of a large school differs from that of a small one in the fact that in the former each pupil stands in multiplied relations to his fellow-pupils. The government of a county school, and that of the same number of pupils in a large graded school, are very different things. To govern the first, is a comparatively easy task; but the rigorous discipline which is essential in the second, requires tact and talent of the highest order. Schools thus differently situated not only require different administrative

ability, but the work of instruction is more difficult as it is related to successive departments. For these reasons, successful teachers in graded schools deserve higher salaries than those in other schools. Parents are often guilty of unintentional injustice to teachers, for the reason that they do not recognize the truth here referred to. How often we hear the thoughtless remark: "My child is easily governed at home, and there is no reason why he should be punished at school." Did the family consist of forty children instead of four, the occasional correction of a mischievous child would not seem so needless.

3. We have spoken of the will-force as being centrifugal in its nature, and have argued the necessity of a counter force in order that there may be no infringement upon the rights of others, and that the highest good of the individual may be secured. Children are quite as likely to do injury to themselves as to others when they act without restraint. If this reasoning be true, there is a call for the exercise of positive force by the teacher. Physical force is not alone or even mainly meant here, although we have an earnest belief that nothing else will answer in certain cases.

Our main object in pausing here is to make it plain that under no circumstances will a school govern itself; but that there must be a constant exercise of power, consciously or unconsciously. Of the nature and proper employment of these forces we shall speak in a subsequent paper.

In our next we shall try to unfold the idea involved in the term *good order*.

HENRY PESTALOZZI.—No. 2.

HIS MANHOOD.

WE left Henry Pestalozzi (in our article in the February number) at that period of his life when he was about to enter, with the greatest zeal, and with the most noble motives, upon the practical career of a schoolmaster. A certain author said once: "The man who intends to give his fellow-men roses, must expect to receive thorns in return." A sad saying, but nevertheless, in a great measure, a truth. The life of Pestalozzi

was, to a great extent, a walk upon thorns, which he received in return for the good which his liberal heart was willing to bestow upon mankind. Several of the schools in which he taught proved to be severe ones for the formation of his character. But happy is the man who, in spite of all adversity, is able and willing to recognize in the events of his life "subjective revelations" from that Being who educates mankind at large, as well as individuals. Pestalozzi's idea was, by means of a plain, thoroughly understood instruction, the aim of which was principally the formation of a noble heart and character, to revive the originally good talents of man, to elevate the latter to a true consciousness of his innate dignity, and to lay, at the same time, a noble foundation for perennial prosperity. It is plain that both purposes could not be very well successfully united. But he thought by establishing a properly located farm-school, he might reach this twofold aim. At that time the cultivation of madder attracted a great deal of attention in Switzerland. So, in order to acquire the knowledge of cultivating madder, and agricultural science in general, he went for some time to Kirchberg, near Bern, where Tschiffeli, a noted farmer, gave him instruction. "As a great agricultural dreamer, and full of impracticable plans, I left Kirchberg," said Pestalozzi afterwards. In the meantime, however, his good fortune seemed to smile, inasmuch as a rich banker in Zürich furnished him money with which he bought a piece of pasture land at a very moderate price. Here he erected a beautiful dwelling in the Italian style, and called the whole possession "Neuhof." This was in the year 1767. Upon this farm-school he lived eighteen years. In the year 1780 he was compelled to close the institution in consequence of mismanagement and debts. Practically considered, his activity at Neuhof was a failure—in principle it was not. Others profited by his example as a teacher, and carried his plans out with success. Without giving a detailed description of the two attempts he made at Neuhof in order to carry out his plans of a farm-school, it is but just to mention that his entire lack of a proper business qualification greatly accelerated the ruin of that institution. But there were also many other obstacles. He had to struggle with all the vices of poverty. Many a poor child was sent to him, and after he had dressed it the parents literally stole it again.

After the closing of this institution his ruin seemed to be complete. He was so poor that he often was in want of the necessaries of life, and he had to live by the aid of friends. But worse than all this was the loss of confidence. Many of his friends shunned him as a man who could not be helped. Many others scoffed him and said, "This poor creature will help others and cannot help himself." There were many even who thought that he would close his days in a hospital or in a lunatic asylum. However, the hardest blow for him was the fate of his noble wife, who had all her property mortgaged for him. In order to relieve himself from his incumbrances, and to procure the means of subsistence, he produced his popular novel of "Lienhardt and Gertrud," 4 volumes, Basel, 1781. Already in 1780 appeared "Evening hours of a Hermit" (Abendstunden eines Einsiedlers), a work full of great thoughts and wise sayings. But the foundation of his future fame was laid by "Lienhardt and Gertrud." This book created the greatest sensation throughout Germany and Switzerland. It soon had a very extended circulation. Pestalozzi sought to show in it, under guise of depicting actual peasant life, the neglected condition of the peasantry, and how, by better teaching, they might be improved both morally and physically. The Agricultural Society of Bern awarded him a gold medal, which, however, his necessities compelled him at once to sell. In a few years this work was translated into all modern languages, and its author received the most flattering testimonials from the highest sources. Among others, the Grand Duke of Toskana corresponded with him on educational matters. "Lienhardt and Gertrud" was followed by "Christoph and Else." This was intended to be a continuation of the former, but never became so universally known, because its language did not suit the popular taste.

During 1782–83 he edited a periodical entitled, "Das Schweizer-Blatt für das Volk" (Swiss Journal for the People), which was collected in two volumes. In 1795 appeared, "Figuren zu meinem A-B-C-Buch oder zu den Anfangsgründen meines Denkens" (Figures to my A-B-C Book or to elementary thinking). In 1797 appeared another important work, "Nachforschungen über den Gang der Natur in der Entwickelung des

Menschengeschlechts" (Investigations into the process of nature in the development of the human race). As it may fairly be supposed that those works were written during these eighteen years at Neuhof (of some of them it is absolutely certain), those years, although a failure to Pestalozzi's practical success, proved nevertheless a great blessing to mankind. For it is from these works that those principles have been drawn which must to-day, and perhaps in all times to come, form the basis of sound activity in the school-room. One may to-day talk glibly about an Italian, French or strictly American school system, it is idle moonshine so long as such a system does not rest upon those everlastingly true principles of Pestalozzi. The biographers of Pestalozzi differ as to the place where he showed himself to be the greatest educator of modern times, whether at Yverdun, his last sphere of activity, or at Stanz, the place to which we will now follow him. It is often said that, among two artists, that one is the most skillful who, with the poorest tools, with the poorest materials, and under the greatest obstacles, produces the most perfect work of art. If this is so, there can be no doubt that Pestalozzi was at Stanz the greatest teacher, although the institution at Yverdun may have possessed a more world-wide reputation. It was in 1798 when he, with the assistance of the Swiss Directory, established a school for orphan children in a convent, which had belonged to the Ursuline nuns at Stanz, in the canton of Unterwalden. It was in the fall of that year. It should first be stated that Stanz had been sacked by a French army, and the horrors and devastations of war were yet visible everywhere. Father, mother and homeless children were wandering in all directions. In the convent, which was not yet completed, there was but a single room, small at that, through the broken window panes of which the autumn wind was whistling. His only assistant was an old woman. In this small world which surrounded him, all the misery of the great world seemed to be united. The children, about eighty in number, were in a condition which defies description. Many were suffering from offensive sicknesses, such as the itch, or heads full of purulent sores and vermin, others were physically reduced to mere skeletons, with shy, animal looks; some were impertinent, hypocritical and false;

others low-spirited by misery, but distrustful; others again were spoiled by too much tenderness, and looked upon others with contempt; but all of them were lazy and unskillful in body and soul, and so ignorant that scarcely one knew the A-B-C. Nor were these the only obstacles which he had to encounter. Was he not the only Protestant in a Catholic country? My kind reader, it is necessary for you to have seen and heard how a bigoted Catholic priest pours out his wrath upon an honest free-thinker or a noble Protestant, in order to comprehend what Pestalozzi had to contend with. One of those priests said once, full of indignation, to a poor orphan (for he was afraid the teachings of Pestalozzi might rob him of his butter and bread), "Even if you accept of this heretic a suit of clothing only, it will be enough to condemn you everlastingly to purgatory!" And such fellows dare to call themselves the followers of Him whose every thought, word and action was full of love for all men, not for a certain sect or denomination. How strange!!

But notwithstanding all these devils in human form, the pure, self-sacrificing love of Pestalozzi conquered. This little world of misery was turned in half a year into a real Paradise. Vanished were all passions, vulgarities, fears, sorrows, distrust, pride, arrogance, laziness and melancholy. Peace, tranquility, cheerfulness, confidence, self-activity and moral strength was to be noticed everywhere instead. The children showed towards Pestalozzi, whom they never called otherwise but "father," the most affecting attachment. Sound in body and soul, they were joyfully inspired to everything true, good and beautiful. About the cause of this wonderful victory we hear best the victor himself. "I was," so wrote he to Gessner, "alone in the midst of these poor children from early in the morning until late in the evening. Everything good that was done to them emanated from me. Every help in need, every kind advice, all the instruction, they received directly from me. My hand lay in their hands, my eye rested upon their eyes, my tears were flowing with theirs, and my smile accompanied their smile. They were outside of the world, they were outside of Stanz, they were with me, and I was with all my soul with them. Their food was mine, as also their drink. I had nothing, no household, no

friends, I had only them. Were they healthy, I was in their midst; were they sick, I stood by their side. I slept in their midst. Evenings I was the last who went to bed, and the first who rose in the morning. I prayed with them, and instructed them until they fell asleep. Surrounded every moment with the horrible danger of infection, I succeeded in making them clean and healthy. In all my work, I was really understood only by the noble Henry Zschokke." (Of course, only great souls understand each other.)

Need we be surprised at such a glorious result, when such noble motives, such self-sacrificing love stimulate to activity? Should we not rather be surprised if such a love had *not* succeeded in discovering the true principles of education? Indeed, here at Stanz was the culmination of the life and activity of Henry Pestalozzi. Here he was quite himself. But, alas! the blooming-time of his genius was not to last long. This time, however, political events stopped his noble work. The Austrians, driving before them the French, took the convent of Pestalozzi and turned it into a hospital. It was in June, 1799, when Pestalozzi dismissed his dear children with many tears. "I felt," said he afterwards, "like a shipwrecked person who, after being near the shore, is again mercilessly cast back into the open ocean by the winds of adversity."

After a few weeks, however, we find Pestalozzi again active as a schoolmaster. From Stanz he went to Bern, and was here advised by a Judge Schnell to go to Burgdorf. Here he is entirely unknown, in spite of his works, and he, the man of 54 years, accepts the humble position of teacher in the primary department. But here, also, his principles and methods of instruction gained a noble triumph over the opposition of the principal of the school, who was an old stage coach, while Pestalozzi worked by the steam of his loving genius. The School Board of Burgdorf honored him and his methods by a flattering public testimonial. "It is," said he in latter years, "a very wrong idea to suppose that in the primary department almost everybody can teach. Just here, where the foundations to the mental structure are laid, the most experienced teachers are needed." We think that we might learn a little from him in this respect!—

We enter now upon the last period of the life of Pestalozzi; the period of his public acknowledgment, of his European renown, in consequence of which teachers of his institution were instructing in Madrid, Naples and Petersburg. It is the period in which Kings and Emperors pay him their attention. It seems as if it had been the time in which he could have enjoyed the reward of all his sufferings. But we find he survives also this period, he lives to see the end of his work, and dies amid the ruins of his labors and of his hopes.

We see him but for a short time longer teaching alone in Burgdorf. He soon afterwards unites his efforts with those of another noble educator, by the name of Hermann Kruesi. Both consolidate their thus far separately conducted institutions into a larger one in the castle of Burgdorf, which was willingly granted for that purpose by the government. This was a very happy union. The children of the poorer class with which these noble philanthropists commenced also in this institution, made with these new and originally Pestalozzian methods such astonishing progress that the richest and noblest in society soon found it their interest to send their children to the castle of Burgdorf. Soon two teachers were no more sufficient, and Tobler, Buss and Niederer were joyfully willing to become teachers under Pestalozzi. Some other very able teachers were afterwards taken from the ranks of the pupils. Pestalozzi stood as *the*, and as *a* father at the head of the institution, and with warm love and confidence congregated around him teachers and pupils. During this time Pestalozzi wrote his best pedagogical works: "Wie Gertrud ihre Kinder lehrt" (How Gertrud teaches her children), Berne, 1801. And, "Das Buch der Mütter" (The book for mothers), Berne, 1803, and some others. The government intended to make the institution at Burgdorf a great centre of educational activity. The Report of a public examination in the year 1802 says: "Henry Pestalozzi has discovered the only true laws of elementary instruction. His institution is henceforth a national one, and all our teachers shall in the future be instructed in the methods used at the now national institute. All the works of Pestalozzi shall be published at the expense of the government." It was also in 1802 that the people of the canton

of Bern sent him as their deputy to an educational conference summoned by Bonaparte, then first Consul, at Paris. However, circumstances of a political nature interrupted Pestalozzi again in the midst of his prosperity. The government needed the castle for other purposes, and in 1804 he removed his establishment to Muenchen-Buchsee, near Hofwyl, in order to operate in conjunction with his friend Emanuel v. Fellenberg, who had a similar establishment at the latter place. But the two educational reformers disagreed, and in the same year Pestalozzi removed with a part of his pupils to Yverdun, in the canton of Vaud, where the government appropriated to his use an unoccupied castle. The rest of the pupils followed in 1805. This establishment at Yverdun became even more prosperous and more celebrated than the one at Burgdorf. The number of pupils from almost all parts of Europe was very great. Many older persons from Germany and other countries were there, simply to study the methods of Pestalozzi. Daily were visitors coming from all classes of society, and from all countries, and all were received with equal kindness. Everywhere was the name of Pestalozzi mentioned with the highest respect.

The brilliancy of Yverdun lasted about ten years, when different causes worked its destruction. One of these causes is undoubtedly the death of his wife, who so faithfully shared with him the joys and sorrows of his life, and whom he so tenderly loved. Many an hour he passed afterwards upon her grave, seeking there consolation and comfort in his many disappointments. Another cause is a dissension which arose among the teachers, in which he himself became implicated, and which embittered the latter years of his life. The number of pupils rapidly diminished, the establishment became a losing concern, and his mind was so broken by the death of his wife that he was unable to resist the current of destruction. The French General Jullien, a friend of Pestalozzi, attempted to revive the whole institution again, and invited Fellenberg and the great geographer Carl Ritter as co-workers in the plan, but in vain.

Pestalozzi had, at this late period of his life, yet the plan of establishing an orphan asylum at Clindy, not far from Yverdun. This plan he carried out, and bequeathed the institution on his

72d birthday the sum of 50,000 francs, which were the whole income of his works. But this undertaking turned out to be a failure. The vigor of his mind was gone, and he declared himself publicly unable to work any farther for the benefit of his fellow-men. In 1825 he retired, after a life of troubles and changes, to his grandson, who resided at Neuhof. Here he wrote his "Schwanengesang" (Song of the dying Swan), and "Meine Lebensschicksale als Vorsteher meiner Erziehungsanstalten in Burgdorf und Yverdun" (My life's fortunes as Superintendent of my educational institutions at Burgdorf and Yverdun). His noble heart and the loftiness of his mind speaks to us in this production, yet we do not meet with the spirit of satisfaction. Dark colors are predominant. He does not seem to be satisfied with his life. But does not the final reason of this dissatisfaction lie in the nature of true love itself? True love never ceases and has never satisfied itself. And such a self-forgetting love was the centre of his life until its last moment. There is only one more event of his life to be recorded. In his last summer, on the 21st of July, Pestalozzi visited the orphan asylum of Zeller, at Beuggen. There he was received in a manner suitable to the occasion. The little children offered him a wreath whilst singing a beautiful song of Goethe. By this innocent offering he was moved to tears, so that he was hardly able to say, "Not to me, to innocence belongs this wreath."

Soon he was to find peace which is never disturbed by disappointments. Shortly after his eighty-second birthday he was seized with a violent fever, and he himself felt that the sand of his hour-glass was run down. But unto his last moment he was true to himself. The last beating of his heart was yet love. "I feel," said he, "that I really can forgive my enemies; may they find peace when I enter the doors of everlasting peace." These were his last words, and a few moments later he died. It was the 17th day of February, 1827, and two days afterwards he was buried at Birr, a few minutes walk from Neuhof. Simple, as he himself, was his burial. Only a few strangers were present. Orphan children and teachers sang his funeral songs.

Upon his grave stands a monument erected by the government, upon which is the following inscription in the German

language. On the top of the stone are the words "Father Pestalozzi." Then, a little lower, is his bust, and below this stands:

Here rests
HENRY PESTALOZZI,
Born at Zürich on the 12th day of January, 1746,
Died at Brugg on the 17th day of February, 1827.
Helper of the Poor at Neuhof.
Preacher to the People in "Lienhardt and Gertrud."
At Stanz the Father of the Orphans.
At Burgdorf and Muenchen-Buchsee Founder of a new School
for the People.
At Yverdun the Educator of Mankind.
Man, Christian and Citizen.
Everything did he for others—nothing for himself.
Blessing to his name!
The thankful Aargau.
MDCCCXLVI.

This is a short and simply historical sketch of the life of this great man. About the principles which underlie his methods of teaching, we will speak at some other time.

Ypsilanti, March 14, 1867. J. Bengel.

THE WORD-METHOD OF TEACHING READING.

BY J. RUSSELL WEBB.

THE mysterious letter *a* which, heretofore, has mainly interested the child on account of its close resemblance to "a goose a setting on its tail," is now to be put to service. The child is to be taught not only its use, but how, when and where to use it in forming words. As initiative step in the process, this letter is placed at the left of and close to *b*. The problem to be solved is the pronunciation of this combination, and it is to be solved by the aid, solely, of the knowledge the child has already obtained, viz.: the names of the letters. This was the promise and encouragement while learning them. Children are trusting, full of faith and hope, and our child is, no doubt, anxious to try, if not to show his skill. He is told to *spell* it; and is taught that *to spell* means to say *aye* and then *bee*—the names of the letters. Thinking very likely that the teacher wishes him to review the letters so as to be sure he knows them before undertaking to find out the word by them, he at once complies with the request and

says, aye bee, and stops. Why shouldn't he stop? He has said the letters as directed. What more should he say? What more could he say? What more would any one say who had not been told that something more must be said, and just what that something is. Perhaps those of more experience in the world would have said—*stings;* but who would have thought of pronouncing ab—as the legitimate result of calling off these letters—aye and bee?

It may be said there is no such word as *ab*, and, of course, the child would not know what to call it. Very well. Let us try a true word. Take *cab.* The child spells, while I listen.

He says, see aye bee. That is very well done, I say. The child is really reading, and there is so much sense, too, in what he reads: See a bee. I have seen many a bee, and I understand the reading perfectly. But hark! What can the teacher mean? Is he really calling the child by a nickname? The child has read very prettily, see a bee, and, like a sensible child, stopped, letting his voice fall at the end of the sentence. But no sooner has he done so than the teacher calls out—CAB! The child looks up. I say CAB, repeats the teacher, and you must say CAB, too; and he insists upon it, and the child says, CAB! Why should he insist upon it? What connection is there between the saying of these letters and the word *cab?* What more has *see a bee* to do with *cab* than with wagon or bee-hive?

And this is the use the letters are put to, and the operation of thus repeating them is called spelling, and it is gone through with for the sole purpose of *finding out* the *name* of the *word!* And it was to be thus *able* to find out words that the child was taught the letters! But the child can't see it. He can't quite understand the relation between the *names of the letters* called off and the *names of the words* he is required to pronounce afterwards. Can you? Can any one?

"But is not this word an exceptional one? Is it not an unfair example to burlesque the general opinion that a knowledge of the letters is necessary to enable the child to learn to read?"

The word *cab* belongs to a minority class of words which I designate *regular*—the class most favorable for representing in the best light the system of teaching Elementary Reading,

which begins with the letters. Is it a new idea that the names of the letters and the names of the words containing them, bear no definite relation to each other—no relation so definite that either, being known, gives a certain knowledge of the other? Is it not rather an old idea, well established, that a knowledge of either gives no certain knowledge of the other, and that this rule has no exceptions in the language?

What, then, is accomplished by teaching the letters first in the course of elementary instruction? Unhesitatingly I answer —Nothing good, much bad. "But he knows his letters." Most of us have knowledge we would be better off without. Knowledge is not a test of mental discipline any more than it is of moral worth. The object sought is not mere knowledge, but training the mind, stimulating, creating, if need be, self-activities, producing growth—power to do; and as much requires the willing, enthusiastic co-operation of the child, as the grain of corn requires the aid of the soil to bring forth the full grown ear.

The bare knowledge of the names of the letters we have seen to be useless, so far as any advantage it gives the child possessing it over the one who does not. *He* had to learn the words by dictation, and not by using the letters. It (the knowledge of the letters) is worse than useless, inasmuch as its acquisition has not stimulated the child's activities, but, on the contrary, has inaugurated a state of passive reception which every step in that system only tends to ripen into habit. The letters mean nothing, the spelling means nothing, the combinations mean nothing, many of the words mean nothing to the child and soon must, if not all words thus learned, fail to impress any idea on his mind, and no interest, no ambition, heedlessness, indifference, a dislike of study, books, schools, and seemingly of everything but to make trouble, results. Another result is seen in the effect which the habit of scanning each letter has on the child's efforts at reading. It produces hesitation, drawling, unnatural tones, a spiritless, semi-unconscious calling off of words, &c. Besides, experience as well as philosophy proves that the child can not accomplish as much in the act of reading in a given time, after having *first* learned his letters, as the child who commences to learn to read without regard to them; and, in the

meantime, the last child will have learned his letters without any conscious aid.

Still adhering to the idea of "letters first," an improvement has been devised on the original alphabetic plan. Instead of teaching the letters by name, the improvement teaches them by *sound*. To illustrate, take the examples given, ab and cab. The sound of *a* in both is the same, viz.: that of *a* as heard in *at*. It is ă. The child will learn this sound as quickly as he can the name, and will utter it as distinctly; and this knowledge and power has the advantage of being really valuable. The sound of *b* is readily taught. Now utter these sounds, thus: ă b; *i. e.* spell the combination by sound, and you have in the spelling the pronunciation—ab. Place *c* before *ab*. Its sound is that of *k*. Utter it before *ab*, and you pronounce—*cab*.

But this system, while possessing much that is valuable, finds many difficulties in the irregularities of our spelling. How, by learning to utter the sounds of *o*, *n*, *c* and *e*, could the word *once* be produced? What is true in this case is true of a large majority of words. But a greater objection to it is that it begins at the wrong end. Instead of beginning with the *known*, it begins with the *un*known. Instead of beginning with *sense*, it begins with *sound*.

How, then, can Elementary Reading be taught so as to secure the ends sought?

This question I will try to answer, and if I fail to do so to the satisfaction of all, I shall try to so answer it that all can test and determine for themselves the value of the answer.

(To be continued.)

PECULIAR ANALYSIS OF NUMBERS.

The analysis of numbers with reference to a given number under ten, of which the following is an example, is probably new to most of your readers.

Analyse the number 2846 with reference to 7.

$2846=284\times10+6=$
$284\times7+284\times3+6=$
$284\times7+28\times10\times3+4\times3+6=$
$284\times7+28\times3\times7+28\times3^2+4\times3+6=$
$284\times7+28\times3\times7+2\times10\times3^2+8\times3^2+4\times3+6=$
$284\times7+28\times3\times7+2\times7\times3^2+2\times3^3+8\times3^2+4\times3+6=$
$284\times3^0\times7+28\times3^1\times7+2\times3^2\times7+2\times3^3+8\times3^2+4\times3^1+6\times3^0$

(Let it be remembered that any number raised to zero power equals 1.)

Placing it in a diagram, arranging the factors in vertical column.

3^0	3^1	3^2	3^3	3^2	3^1	3^0
7	7	7				
284	28	2	2	4	6	8

If the number in each column be multiplied and the several products added, their sum will equal the original number 2846.

The upper horizontal column consists of the complements of 7, raised to powers from *zero* to three, *i. e.* one less than the number of digits in 2846.

The second column consists of three sevens (one less than the number of digits in 2846), commencing on the left. The lower column consists of the tens (284), the hundreds (28), the thousands (2), and of the digits of the original number, 2, 4, 6, 8.

Take, for another example, 42568.

3^0	3^1	3^2	3^3	3^4	3^3	3^2	3^1	3^0
7	7	7	7					
4256	425	42	4	4	2	5	6	8

If for 7 we substitute 9, and for the different powers of complements of 7 the different powers of the complements of 9, we shall have

1^0	1^1	1^2	1^3	1^4	1^3	1^2	1^1	1^0
9	9	9	9					
4256	425	42	4	4	2	5	6	8

Disregarding the factor 1,

9	9	9	9	4	2	5	6	8
4256	425	42	4					

Hence $42568=(4256+425+42+4)9+(4+2+5+6+8)$

We thus develop the old law with reference to 9.

Every number is composed of a certain number of *nines* plus the sum of the digits.

The number of nines will be equal to the sum of the tens plus the hundreds, plus the thousands, &c., &c. E.

MAP DRAWING FOR LITTLE WOLVERINES.
OR
HOW TO MAKE A MAP OF MICHIGAN.

LANGUAGE is representative of thought and *only* representative, hence, in the order of time it follows thought. It may be said to be general and special. All that represents the essential elements of any science and their peculiar combinations, must be characteristic and unsuited to description of other sciences, except so far as close analogy makes it truthful. The *place* element is peculiar to some of the physical sciences—its language is the map. This is the first element of the science of geography, an idea of which is developed in the child's mind. While it is true that ideas preceed language, and that to teach language where the ideas that the language represents do not exist is *worse* than time and effort thrown away, it is also true that the embodying of a thought in its appropriate language is the best, because the natural, means of holding and making clear the thought in the mind.

Map-drawing, then, should be taught as the written language of a certain class of ideas, and taught as fast as those ideas are developed. It must be taught, of course, *in the order* in which the ideas which constitute the place element appear in consciousness, which, be it observed, is not the logical order of the science but the chronological order of its growth. When the child clearly apprehends the direction called north as a distinct thing, it should be taught both that certain objects are north of certain other objects, and also how to represent these objects on a horizontal surface, and to recognize the direction on this embryo map. Where this course is pursued, the child mapping every new idea as it progresses in the science, every geographical fact in the neighborhood will in a little time be learned, and a conception of the district studied will be made so clear and vivid, and become so associated with its written language, that seeing or thinking of the latter will instantly recall the former.

Having in this way learned the geography of his neighborhood, city, town and county, the pupil is prepared for a real or imaginary journey about the state. If this journey is only

imaginary, it should consist of glowing and picturesque descriptions, accompanying stereoscopic views of its principal towns, manufactories, mines, bits of scenery, indeed every point of interest within its borders. He will thus get a pictorial view of his state, of its people, of its resources, of its thoroughfares and water courses, and will, of course, be ready to write his knowledge—to make a map.

In making a map of his county he necessarily learned the size of a township and the relation of the township to the county. Pains should be taken, here, that the conception of the length or breadth of the township be correct—that it be obtained from actual measurements of a mile, or actual traversing of a mile, with attention called to the fact that that distance is a mile. In addition to this, attention should be called to the distance six miles between some two objects known to the child. The township is important mathematically considered. It is the unit by which all distances in the state are to be measured, and the line which represents it is the unit by which the different dimensions of a map of the state is to be determined. This unit is real,—it exists, and so stands in bold contrast with all *imaginary* units employed in artificial systems of map drawing.

The explanation of the manner of determining the size of the township, if presented to the pupil as it should be, will lead to a perception of the necessity for the Base Line; the fact that all due north lines necessarily converge, shows the necessity for Correction Lines. Having drawn a horizontal line of any convenient length for a Base line, from its middle point, with any measure—say the space spanned by the hand, with the fingers extended laterally, from the tip of the little finger to the end of the thumb—lay off a point below or south of the Base Line which will mark the south boundary of the state. That measure—whatever it is—is the measure of eight townships. By its use lay off the First, Second and Third Correction Lines, and on these and the Base Line, and south boundary line lay off the number of townships there are, both east and west of the Principal Meridian. Having drawn these east and west lines, draw through them, cutting them in about the middle, at right angles the First Principal Meridian, and extend it north of the Third

Correction Line seven and a half townships to the Straits of Mackinac. The number of townships west of the Principal Meridian, commencing on the south boundary line and going north, is twenty-one, sixteen, seventeen, eight and a half to Grand Traverse Bay, and eleven and a half to Lake Michigan on the several lines already mentioned, and on the east of the Principal Meridian, going south from the Third Correction Line, there are seven and a half to the bight of Thunder Bay, six and a half to Tawas Bay, sixteen to Lake Huron at a point four townships north of its southern extremity, thirteen to Lake St. Clair, and seven and a half to Maumee Bay. Having noted these points, a little practice will enable the pupil to connect them with the proper shore line—this done and he has the outline of a map of his state, no element in the construction of which is artificial. He has fixed forever in his mind the length and breadth of his state, from which data in due time he can compute its area.

With a township map of the state before the teacher every considerable town, every crook and turn of every river, every center of trade in the state, in fine every thing desirable to have represented on an outline state map can be easily and correctly located. All this can be done with sufficient rapidity. I have had a pupil construct a map of our state on this plan, noting and naming all the capes, points, bays, important rivers, principal towns, the natural centers of its different resources, and the location of its railroads, in sixteen minutes. It should be observed here, however, that it is not the *how much* but the *how well* that is important—it is not the memory but the acquisitive faculties that should be cultivated by this exercise—the system that will enable a pupil to make a figure in the form of our state the quickest is not necessarily the best.

I have not given directions for drawing a map of the Upper Peninsula because I have only sought to explain somewhat fully my method—the method of the surveyor. I think it has advantages over all the artificial methods that I have seen. It teaches map drawing as a written language of the ideas of place in the same natural synthethic order that those ideas are developed in the mind, and proceeds from the near to the distant in the order

of the school-room, the play-ground, city, town, county and state, making the township the unit of measure of the dimensions of the state, and of relative distances between places in the state. It also teaches the system of government surveying—a thing that no pupil should fail to learn while in the public schools. It differs radically from the "Outline Map" system of teaching geography, and I think in the right direction. I commend it to the consideration of my fellow teachers, and hope it may lead to one step at least toward a more rational method in all branches of education.

John A. Banfield.

DUTIES OF PRINCIPALS.

EXAMINATIONS FOR PROMOTION.

THERE is hardly any part of the duties of a School Superintendent or Principal of greater importance than the careful examination of candidates who present themselves for promotion to a higher department. Indeed, the thoroughness with which this work is habitually done, furnishes probably the best single test of the efficiency of any school. In saying a few words upon this subject, let it be premised that these suggestions are drawn from a somewhat limited and peculiar experience, and that therefore great care should be taken to discriminate between statements of *fact* and statements of *opinion*. While the endeavor has been made to render the former correct, it is only hoped for the latter that they will be found helpful or suggestive, and will provoke discussion as far as they are unsound or unwise. For the sake of brevity, nothing will be attempted beyond a mere statement of these opinions or convictions, without setting forth the grounds upon which they are based.

1. The nature of the work to be done furnishes the best indication of what this work should be. *Class* examinations may be held in order to determine the relative merit of the members of a class, or how familiar they are with certain textbooks or subjects of study. *Public* examinations may be held to show the general condition of the school, or in some way to influence

the public mind with reference to it. The *examination for promotion* has for its object to discover whether the members of a class have performed the work of their department so thoroughly that they are in all respects prepared to undertake the work of a higher department.

2. The examination should not be conducted by those teachers who have prepared the class for examination. Nor is this proposition based upon the assumption that other persons will be likely to bring a greater degree of ability to the task. The rule, universal among mechanics, that a machine must be *made* by one person and *tested* by another, may be fairly rendered in its application to our subject. The person who does the work of teaching, should not be left to pronounce upon the value and thoroughness of that work. It need hardly be added that no "Examining Committee," as ordinarily constituted, can be safely intrusted with the task of making promotions. The persons best fitted to perform this work, are the teachers of the department which is to receive the class; but, as economic considerations usually forbid such an employment of their time, the duty of examining a class for promotion generally falls upon the Principal.

3. Nor should the "merits" of pupils, as found in the class book, determine whether they are prepared to advance, except in so far as it is desirable to make *faithfulness* an element in the determination. Pupils are sent to school to dig for gold. The class books show how faithfully they have toiled; the examination, how much gold they have as the net result of their toil.

4. A careful and extended examination can in all cases be trusted as affording a decisive and sufficient test of the preparation of a pupil for a higher class. Parents, pupils and teachers will often pronounce the test insufficient, and the decision based upon it unjust, and the Principal will himself be ready enough to hope that certain pupils know more than they seem to. However, if the examination has been what it should be, many repetitions of the process will only confirm the decisions of the first. The only safe way is to examine fairly, and stand by the result.

5. There is, perhaps, greater danger that a Principal will weakly yield to importunity in making promotions, than that he will distrust his own judgment. I think I learned a useful lesson

some years ago from the conversation of two boys who were so much dreading an approaching examination that one of them wittily said it should be called an *exanimation*. Said the older: "Do you think we will be promoted?" "Yes," was the reply, "Mr. —— will *scold* and pass us." That "*scold and pass*" system is a great evil in American education.

6. Principals should be very careful to keep themselves free from the bias of personal preferences and peculiarities. One will give too much weight to mathematical studies, another to Grammar, &c. There is no person who needs so frequently to apply a correction for his "personal equation." This can but be done by studying the questions and methods of examination used by others. We hope the TEACHER will furnish facilities for such study and comparison.

7. Examine especially upon those subjects which have a bearing upon the subsequent part of the course of study. An ignorance of many topics found in our textbooks presents no obstacle to the future progress of pupils. An ignorance of other subjects is fatal to progress. In the former case it is safe to make a *conditional* promotion; in the latter, it is not safe to promote at all, even though the pupil should attain a good *average* standing. For this reason also it is better to require a certain degree of merit in *all* studies than to be satisfied with even a higher degree of average merit.

8. The examination should be such that the Principal can pronounce with certainty upon the fitness for promotion of *every* member of the class. In a densely packed class-room there is always a species of telegraphy by which even the most honest pupils unconsciously become possessed of the best information in the class. To prevent this, they should be seated many feet apart, and all precautions taken to secure an independent judgment upon all questions from each member of the class. As is often said, we should trust children, but we should not manifest this trust in such ways as will render them untrustworthy.

9. Examinations should be periodical—if possible, annual.

10. Much time can frequently be saved by holding a preliminary examination at the commencement of the term assigned for promotions. It can thus be determined whether the class should

be presented for examination, and to what subjects they need to give most attention.

11. Principals of small schools, who give much of their time to the instruction of classes, often find it difficult to conduct a thorough examination during the busy days toward the close of the school term or school year. But if *any* time can be given to the lower departments, it may fairly be questioned whether this time can be as profitably employed in any other way as in conducting the examinations for promotion. The Principal is able by means of such examinations to be efficiently present with the class during their whole course of preparation, and, if he chooses to add excellence of deportment as a prequisite to promotion, he is able to add a continual and most wholesome stimulus to propriety of conduct. E. A. S.

Resident Editor's Department.

EDITORIAL ITEMS.

WE publish in this number the bill which has just passed our Legislature, providing for the election of County Superintendents of schools. The vote by which this bill became a law is worthy of remark. In the House it received 70 yeas to 10 nays; and in the Senate 21 yeas to 5 nays. This indicates a marked change in public opinion within two years. Although this law does not please its friends in all respects, yet it marks a decided advance in the right direction, and its defects can be remedied by subsequent legislation. This new law gives to our school system an element it has never yet possessed—coherency. Heretofore there has been no way by which the State Superintendent could effectively reach the teachers of the common schools. The Township Inspectors were useless for this purpose on account of their number and the want of active interest in their duties. Any effort to inspire the great mass of teachers with an enthusiastic devotion to their duties has been very much like an attempt to make water boil by applying heat from above. By means of associations and institutes a few teachers who have had life enough to come to the warmth have been somewhat verified and quickened; but the multitude were left in their torpor, neither knowing nor caring that improvement was possible. Hereafter the missing link between the two extremes of our educational system is to be supplied. This law calls for the election in each county of a man who is under the direct orders and supervision of the State Superintendent. Through these subordinate officials the superior officer may now direct the

movements of the grand army, and an aggressive warfare may now be waged against ignorance, the common enemy of mankind.

We believe a new day has dawned upon the educational history of Michigan. Our school system is now relieved of an awkward incumbrance, and an element of great strength is substituted in its place. We have reason to expect that the examination of teachers will be conducted thoroughly and fairly—that there will be neither a resort to miserable quibbling on the one hand, nor a licensing of all candidates without regard to qualifications on the other. At first thought it seems to be a very moderate requirement that the schools in each county shall be visited at least once a year; but when we recollect that under the old system almost absolutely nothing has been done in this direction, we have great reason to rejoice.

We are again reminded of the truth that great reforms are the results of persevering and patient toil. They are not like some plants which spring up in a night and wither away in a single day; but are rather like those whose full maturity is reached only after a century of sunlight and of shower. This measure is not the fortuitous result of a chance-sowing; but is the ripened fruit of long years of patient hoping and waiting; and no man has so just cause to rejoice over this act of legislation, as he who has contributed far more than any man to its accomplishment—Hon. John M. Gregory. Year after year he labored untiringly for the enactment of such a law, but was doomed to continued disappointment. "Cast thy bread upon the waters and those shalt find it after many days."

Fuller information in respect to the affair at Pontiac, referred to in our last number, justifies us in saying that a meaner outrage in connection with school affairs has never come to our ears. Mr. Hurd, by prudent management, had redeemed the schools of Pontiac from the low condition in which he found them, and they were fast acquiring an honorable name throughout the state. The teacher who has manhood enough to stand up for the right in opposition to ignorance and meanness, will inevitably incur the ill will of his adversaries; and so in the discharge of his duties Mr. Hurd excited the wrath of a man who from that moment bent all his energies toward the removal and disgrace of a teacher who had won the confidence and esteem of the entire community. By unfair management at the last school meeting this man procured his own election as member of the School Board, and thus was in a position to carry out his plans. He had succeeded in winning two other members of the Board over to his views; and during the absence of a third member, Mr. Hurd was discharged and his successor appointed.

This underhanded removal was an indignity to great to be borne by Mr. Hurd, but the character of the person who was elected as his successor added insult to injury. The spirit in which this outrage was received by the community at large, may be inferred from the fact, that so soon as the facts were known, the citizens of Pontiac, the pupils and teachers in the public schools, almost without exception, remonstrated against the doings of the clique. So decided was public opinion that Mr. Hurd was finally persuaded to go on with the school. We hope that the great wrong done him will be righted, and that the gross meanness of his enemies may be suitably punished.

We have been favored by Mr. A. W. Price, of Adrian, with some considerations upon a "General Teachers' Union," to which we gladly call attention. Mr. Price proposes to make this Union of such a character as will make its certificates of membership valuable and sought for by all progressive teachers. The following are the conditions of membership proposed by Mr. Price:

1st. None but Practical Teachers who so sufficiently appreciate the honor, dignity and progressive elevation of this profession, as to regularly take and *read* at least one educational journal, shall become members of this association.

2d. That aside from attending the annual meeting of this association, each and every member (unless prevented by sickness), shall attend at least one State or County Teachers' Convention in each year, for the purpose of *self-improvement and professional qualification.*

3d. That at its first meeting, in July, 1867, this association shall form a Constitution and such By-Laws as may be deemed advisable, elect a President, Vice President, Secretary, Treasurer, and as many Corresponding Secretaries as there are counties represented, one in each county.

4th. That the association shall, also, at its first meeting, organize and establish one "Educational Bureau," which shall be officered and managed by the above named officers.

5th. That by virtue of his or her office, each corresponding secretary shall be the bureau recipient of all applications for teachers in his or her county; and being furnished with a list of all unemployed resident teachers of the county who are members of this association, shall notify both, applicants and teachers; and for each assignment, the teacher so accepting the position, shall pay the corresponding secretary the sum of one dollar.

6th. At its first meeting, also, and annually thereafter, the association shall fix as nearly as practicable a minimum monthly rate of salary for teaching common district schools, rating somewhat in proportion to the number of scholars enrolled, or the actual attendance from thirty to seventy-five.

7th. The object of this association shall be for the unity, professional elevation, usefulness and mutual benefit of its members.

We learn from the *Advertiser & Tribune* that Teachers' Institutes will be held as follows:—At Eaton Rapids, commencing March 25th; at Monroe, April 1st; and at St. Johns, April 8th.

The publication in this number of the County Superintendent Bill has crowded out "Notes and Queries," and the usual amount of miscellaneous matter.

BOOK NOTICES.

A Manual of Spanish Art and Literature. By A. B. Berard. Philadelphia: *Cowperthwait & Co.*

Handbook of French Literature. By Margaret Forter. Revised and edited by *James B. Angell.* Do. Do.

It has been said that the literature of a people is a mirror which reflects accurately its life. If we wish to become acquainted with the condition of a nation in a certain age, cotemporaneous historians and chroniclers will give some aid, leaving however much to be desired. The work can be done in the best manner only by a fundamental study of the national literature into "whose capacious basin all the streams of the age's culture discharge." The classics of a nation are the conservators of the national culture, and no one who would share in this culture should neglect their study. Nor should this study be left to later years. One of the worst defects in the present course of studies in our common schools is the entire neglect of English Literature and Language. The study of grammar, as commonly pursued, is almost worse than useless. An acquaintance with the contents of an English Grammar, however good, a certain skill in analysing and constructing sentences, a readiness in "parsing," is one thing—a knowledge of English is another. The grammatical forms and laws of a language exhibit but a part of its nature, and even these cannot be well understood without a knowledge of that which in itself is of vastly more import—the history of its growth and of the changes which it has undergone. This knowledge can be acquired in but one way—a study of the best specimens of English Literature in the various stages of its progress. Indeed we have a strong conviction that even what is commonly known as "grammar," is best learned in the same way, and we trust the time is not far distant when manuals of the "English Language" will take the place of the "Analyses," "Syntheses" and "Grammars," which at present encumber the study with "words that darken counsel."

The considerations which show the desirableness of studying our native literature apply with almost undiminished force to that of foreign nations. This would be worth while were the only gain a wider view of humanity and a diminution of national conceit. But this is not all, and so intimate is the relation between the literature of the Teutonic and the Romanic races, that it is scarcely possible to attain a full comprehension of one without knowing the main facts about the other.

These thoughts have been suggested by the two works named above, which form a welcome contribution to the study of literature. The first work has also a value for the teacher of Geography since its facts are grouped around the great cities of Spain. Thus we first meet with an account of Toledo, and then of its literary and artistic celebrities, including the legends of the Cid. In a similar manner the author takes us to Valladolid, Salamanca, Cordova, Granada, etc. The book is really a valuable addition to our educational literature, and we trust that the promised manuals of Italian and German literature may soon appear.

The second work forming quite a full account of its subject, is a reprint from an English work, published in Chamber's Educational Course. It is a standard work and needs no commendation from us. Prof. Angell has done good service in bringing the book before American teachers, and not by any means the least valuable and interesting part of it is his own essay on the "History and Characteristics of the French Language." Messrs. Chambers, we believe, issued three similar works on German, Spanish and Italian Literature, which are eminently worthy of republication.

CLARK'S SCHOOLDAY VISITOR is one of our best and most welcome exchanges. It is well fitted for use as a Reader alternately with the regular textbook. The March number presents an excellent table of contents, and the paper and printing are worthy of all praise.

We are glad to renew acquaintance with the LITTLE CORPORAL. It takes equal rank with "Our Young Folks," and has the advantage of a lower price ($1.00 a year). In the March number are papers by Dr. Hooker, Rev. Thos. K. Beecher, Emily H. Miller, music by Geo. F. Root, and a good engraving from one of Rogers' Groups "Taking the Oath and Drawing Rations."

PRIMARY READING LESSONS ON WEBB'S WORD-METHOD PLAN. *Mason Brothers*, New York, and *Geo. & C. W. Sherwood*, Chicago, 1867.

Who should better prepare Charts of Lessons upon the plan of the Word-Method, than Mr. Webb? These cards or charts, eight in number, are printed in plain clear type, have all the excellencies without the faults of many similar charts which have preceded them. Too much is usually put before the pupil's view at once, he becomes confused and soon forgets what he has imperfectly learned.

No. 1 of these cards has eight words upon it, denoting objects or familiar qualities of object, and so arranged as to express their qualities.

No. 2 has eight additional words—nouns and adjectives—all terms that bear a meaning to the learner.

No. 3 has eight new words, among which are verbs, a connective and an adverb. Sentence building now begins and all the words heretofore used are worked into sentences.

In No. 4 the first capital letters appear in proper names, among the eight new words given.

Nos. 5 and 6 give additional words and continue sentence making. All the words representing objects or qualities, and all the assertions in sentence form are clearly and beautifully illustrated by correct and plain engravings, which are not over-done, a usual fault.

No. 7 has a fine arrangement of words for phonetic spelling, giving large and profitable practice if correctly used.

No. 8 gives the letters, small and capital, in a plain form with illustrations.

These cards give between 40 and 50 of those words most readily understood and most frequently used by the child, and after they are learned as they can be, in a short time, less than is usually spent in teaching the alphabet, the learner may be put into any Primer or any First Reader.

We are giving these cards a thorough trial in our own school with gratifying results.

SCHOOLDAY DIALOGUES. Compiled by Alexander Clark, A. M. *J. W. Daughaday*, Philadelphia, 1867, pp. 352, 12mo.

A book of dialogues adapted to the various grades of pupils in our public schools has long been needed. There has been a lack of interest in

elocutionary exercises, for pupils felt that all they had was "worn out," and they cared but little for such exercises.

Mr. Clark has given a valuable aid to the teacher that will assist him in waking up his pupils to new life, in teaching either directly or indirectly sentiments of virtue, purity and patriotism, and in rebuking many of the bad habits of this day.

The subject matter of this book is well selected and carefully arranged, and it is suited to the capacity and wants of those for whom it was intended.

The selections are almost entirely new, but few of them having ever before met our notice.

Some of the pieces are worthy of special mention, as "Correct Habits," "The Seasons," "Matrimonial Advertisement," and others.

At the close of the volume are a few choice selections of single pieces for youths to declaim at examinations and other occasions.

As a whole this is the best book of the kind we have seen.

BOOKS RECEIVED.

From Geo. N. Jackson, Chicago: "Walton's Series of Arithmetics."

From Wesley Emery, Lansing: "Riccord's Roman History."

From J. W. Schermerhorn & Co., New York: "The American School Dialogue Book."

From Edward Danforth, Troy, N. Y.: "Report of the Board of Education."

From C. S. Stebbins, Michigan: "School Report."

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

We print below the County Superintendent Bill alluded to in a preceding page.

An Act to provide for County Superintendents of Schools, and to amend Section 91, and repeal Sections 74, 85, 86, 87, 88, 89 and 90, of Chapter 78 of Compiled Laws.

SEC. 1. *The People of the State of Michigan enact*, That there shall be a County Superintendent of common schools in each organized county of this State, except as hereinafter provided, whose term of service shall be two years.

SEC. 2. The first election of the County Superintendent shall be held on the first Monday of April, 1867, and every two years thereafter. The election provided for by this act, shall be conducted, as near as may be, in the same manner and by the same officers, and the inspectors of election shall make the same canvass, statement and returns, as is provided by law for the election of a Judge of the Supreme Court; and said Superintendent shall be voted for on the same ballot as the Judge aforesaid; and the Board

of County Canvassers shall determine and declare the person thus elected to the office of County Superintendent.

SEC. 3. A certificate of election shall be immediately issued by the county board of canvassers to the person so elected to the office of county superintendent, who shall, within twenty days thereafter, take and subscribe the oath of office prescribed by the Constitution of this State, and deposit the same with the county clerk, to be filed and preserved in his office, when it shall be the duty of the county clerk to report the name and postoffice address of the county superintendent to the Superintendent of Public Instruction; and the county Superintendent thus elected shall enter upon the duties of his office on the first day of May following, and shall hold his office at the county seat, or at some other place to be designated by the Board of Supervisors.

SEC. 4. The Supervisors, or a majority of them, present at their first regular meeting, shall determine the compensation to be paid to the County Superintendent, but such compensa ion shall not be less than three dollars, nor more than five dollars for each day actually employed in the duties of his office, for such number of days as the supervisors may determine: *Provided*, That the number of days shall not be less than the number of school districts in said county, and one day for each township thereof, for the examination of teachers. The compensation of the County Superintendent shall be paid quarter-yearly from the county treasury; but before he shall be entitled to receive such compensation, he shall file in the office of the county clerk a sworn statement of his account.

SEC. 5. The County Superintendent shall examine all persons offering themselves as teachers for the public schools, and shall attend in each town ship in his county, at least once in each year for that purpose, and twenty days before the time of such examinations, he shall notify the township clerk of the time and place thereof, and said clerk shall immediately cause written or printed notices of the same to be posted in three or more public places in the township. He may also hold examinations at such other times and places as he may appoint; but all examinations shall be public.

SEC. 6. He shall grant certificates in such form as shall be prescribed by the Superintendent of Public Instruction, licensing as teachers all persons whom, on thorough and full examination, he shall deem qualified in respect to good moral character, learning and ability, to instruct and govern a school; but no certificate shall be granted to any person who shall not pass a satisfactory examination in orthography, reading, writing, grammar, geography and arithmetic. No person shall be accounted a qualified teacher, within the meaning of the primary school law, nor shall any officer employ, or contract with, any person to teach in any of the public schools of this State who has not such a certificate in force, or the certificate provided by law to be given to the graduates of the State Normal School, or the certificate of the Superintendent of Public Instruction: *Provided*, That the certificates heretofore granted by the school inspectors shall be valid for the term for which they were given, unless sooner revoked by the County Superintendent, on examination. *Provided also*, That the school inspectors may examine teachers, and grant certificates until a County Superintendent

is elected and qualified, and whenever there shall be a vacancy in that office; but no certificate hereafter granted by the school inspectors shall be valid beyond three months after the next subsequent election of a County Superintendent.

SEC. 7. There shall be three grades of certificate for teachers, to be granted by the County Superintendent in his discretion, as follows, viz:

1. The certificate of the first grade shall be granted to no person who has not taught at least one year in this State, with approved ability and success, and it shall be valid throughout the county, in and for which it was granted, for two years.

2. The certificate of the second grade may be granted to any person of approved learning, qualifications and character, and shall be valid throughout the county for one year.

3. The certificate of the third grade shall license the holder thereof to teach in some one specified township, and shall not continue in force for more than six months. The county superintendent may revoke any teacher's certificate for any reason which would have justified the withholding thereof, when the same was given, or for gross negligence of duty, or for incompetency or immorality, which reasons shall not be spread upon the records of said superintendent, unless requested by the teacher, but no certificate shall be revoked without a re-examination, unless the holder of such certificate shall, after reasonable notice, neglect or refuse to appear before the superintendent for such re-examination. The superintendent shall keep a record of all the certificates granted or annulled by him, with the date, grade and duration of each, and shall deliver such record, with all other books and papers belonging to his office, to his successor.

SEC. 8. The Superintendent of Public Instruction, on such evidence as may be satisfactory to him, may grant certificates licensing the holders thereof as teachers, duly qualified to teach in any of the primary or graded schools in this State, which certificates shall be valid until duly revoked by said Superintendent.

SEC. 9. It shall be the duty of the County Superintendent:

1. To visit each of the schools in his county at least once in each year, to examine carefully into the discipline and the modes of instruction, and into the progress and proficiency of the pupils, and to make a record of the same, and to counsel with the teachers and District Boards as to courses of studies to be pursued, and for the improvement of the instruction and discipline of the schools.

2. To note the condition of the school-house and appurtenances thereto, and to suggest plans for new school-houses to be erected, and for warming and ventilating the same, and the general improvement of school-houses and grounds.

3. To inquire into the condition of district and township libraries, and to counsel, if necessary, for the better management of the same; and to see that the money collected from fines is devoted to the increase of such libraries.

4. To promote by public lectures and teachers' institutes, and by such other means as he may devise, the improvement of the schools in his county, and the elevation of the character and qualifications of the teachers thereof.

5. To consult with the teachers and school boards to secure the more general and regular attendance of the children in his county upon the public schools.

SEC. 10. It shall be the duty of the County Superintendent to receive all such blanks and communications as may be directed to him by the Superintendent of Public Instruction, and to dispose of the same in the manner directed by the said Superintendent.

SEC. 11. The annual reports of the township inspectors, provided by section 79, of chapter 78, of the Compiled Laws, shall hereafter be made to the County Superintendent, and he shall, immediately after receiving such reports, file copies of the same in the office of the county clerk, and transmit duplicates thereof, together with such other information as may be required

of him to the Superintendent of Public Instruction. He shall examine into the correctness of the inspectors' reports, and may, when necessary, require the same to be amended, and shall endorse his approval upon such as he shall find correct. In case of a vacancy in the office of County Superintendent, the reports of the school inspectors shall be received and transmitted as aforesaid by the county clerk.

SEC. 12. The County Superintendents shall be subject to such rules and instructions as the Superintendent of Public Instruction may, from time to time, prescribe; and they shall make reports annually to the Superintendent of Public Instruction, at such times as he may direct, of the official labor performed, and of the general condition and management of the schools under their charge, and such other information as may be required of them by the said Superintendent.

SEC. 13. No County Superintendent shall act as agent for any author, publisher or bookseller, or shall, directly or indirectly, receive any gift, emolument or reward for his influence in recommending the purchase or use of any library or school-book, or school apparatus or furniture of any kind whatever; any act herein prohibited shall be deemed a violation of his oath of office, and any employment of such superintendent by any author, publisher or bookseller, for that purpose, shall be deemed a misdemeanor.

SEC. 14. Whenever by death, resignation or removal, or otherwise, the office of County Superintendent shall become vacant, the State Superintendent shall have power to fill such vacancy.

SEC. 15. All schools which by special enactment may have a Board authorized to inspect and grant certificates to the teachers employed by the same, shall be exempt from the provisions of this act, except as is provided in sections eight and eleven.

SEC. 16. Section 91, of chapter 78, of Compiled Laws, shall be amended so as to read as follows:

SEC. 91. The whole number of meetings of the Township Board of Inspectors, during any one year, at the expense of the township, shall not exceed four, and the township clerk shall give at least ten days public notice of any meeting of the Board, by posting such notice in three public places in the township.

SEC. 17. Sections 74, 85, 86, 87, 88, 89 and 90, of chapter 78, of the Compiled Laws, and all other acts or parts of acts inconsistent with this act are hereby repealed.

SEC. 18. This Act shall not take effect in any county unless there be at least ten school districts in such county.

YPSILANTI.—On the morning of Wednesday, March 13th, the Seminary Chapel was the scene of interesting ceremonies, connected with a presentation to Prof. Estabrook, who had been Principal of the school for so many years. This was upon the occasion of his final departure from his old home to his new place of residence, East Saginaw. At the close of the morning services, conducted by Prof. Estabrook, Miss Glover, in behalf of his associate teachers and former pupils, presented to him a silver ice pitcher, waiter and

gold lined goblets, together with a dozen solid silver forks. After remarks by Prof. Estabrook, Rev. Mr. Tindell and Rev. Mr. Smart, students and teachers bade an affectionate farewell to their loved and honored friend.

STATE NORMAL SCHOOL.

The closing examinations of the winter term were held Monday, Tuesday and Wednesday, March 4th, 5th and 6th. The examinations in Mathematics were conducted by Mr. and Mrs. Ripley and Miss Rice; in English Grammar, by Miss Rice; in German and French, by Mr. Bengel; in Latin, by Mr. Wilson; in Intellectual Philosophy and Chemistry, by the Principal; in Geography and Drawing, by Mr. Goodison. At the close of the session on Wednesday, Miss Rice was presented by her pupils with a gold watch and chain.

The graduating exercises took place Thursday, March 7th. After the presentation of diplomas, Mr. Maltman, in behalf of the class, presented Prof. Mayhew with a handsome inlaid writing desk. The programme of exercises is given below:

Chorus and Quartette, "Hear my Prayer,".....Von Weber.
Prayer.
Motette, "Blessed are the Dead,".....Da Vinci.
A Name in History,.....H. C. Burroughs, Bellville.
In the Future,.....Eunice Roberts, Richmond, Ind.
Fortune Favors the Brave,.....Nina A. Fox, Lansing.
Egotism,.....L. A. Park, Lafayette, N. Y.
Trio, "Life has no Power,".....Donizetti.
Corners,.....Ella E. Follette, Chicago, Ill.
Gems—how Revealed,.....J. G. Plowman, Lyons.
Reading without Books,.....Ida A. Munson, Ypsilanti.
Weights and Measures,.....Sophia J. Coleman, Vassar.
Song and Quartette, "I'm Dreaming of my Childhood,".....McChesney.
Safeguards of Liberty,.....G. J. Stedman, Allegan.
Unknown Friends,.....Anna E. Olcott, Stony Creek.
Intuitions,.....W. C. Hill, Eden.
The Way we Climb,.....Mary G. Hayes, Ypsilanti.
Chorus, "O, give Thanks,".....Caffaro.
Our Nation's Prejudices,.....Geo. H. Hopkins, White Lake.
Earth's Treasure,.....Leonora V. Post, Ypsilanti
Last Words,.....Hannah W. Tupper, Ypsilanti.
The Unknown,.....Lucy A. Chittenden, Hillsdale.
Freedom—our Birthright,.....J. S. Maltman, Ypsilanti.
Anthem, "I will Sing,".....Von Weber.
Diplomas Conferred.
Solo and Chorus, "Graduating Song,".....Pease.
Benediction.

PORTSMOUTH.—Miller Hall has been rented by the School Board for school purposes. It makes a very pleasant and commodious school room, and is filled to its utmost capacity. Mr. A. L. Cumming occupies the hall as Principal, and Miss Mary Cumming the old school building as Assistant.

School matters are so mixed with contentions about school sites, division of districts and annexation to Bay City, that it is doubtful whether the much needed schoolhouse will be erected.

MUIR.—The graded school closed its first term on Friday, the 22d. It organized last fall with Mr. Justin Smith as Principal, and Miss Linnie S. Hall as Assistant. A Union school house is to be built here, the two departments at present being conducted in adjacent buildings.

BATTLE CREEK.—The schools are so crowded that it has become necessary to occupy the basement of the Methodist Church for one of the primary schools. The new building No. 4 will be ready for use in the spring. This house is intended for the primary and intermediate grades, and costs $15,000. Hildreth's combination desk and seat will be used in every room. There are eighteen teachers now employed in the schools. The number of pupils enrolled during the present term is 900. Prof. A. A. Griffith has been drilling the teachers and pupils in elocution.

OTSEGO.—The High School is under the direct superintendence of Prof. Latta, assisted by Miss Laura Stoughton. It numbers something over one hundred pupils. The primary department is under the direction of Miss Hannah Gilbert, assisted by Miss Minerva Roe. The department numbers about eighty pupils, and is in a very flourishing condition, but, like the High School, is much in need of more room. This is not the primary school proper. The basement of the brick church has been fitted up for a primary department. It numbers fifty pupils, and is under the management of Miss Belle Monteith. The classes in Latin, French and Mathematics are under Prof. Temple.

ANN ARBOR.—The House bill, granting to the University an annual tax of 1-20 of a mill, also received the approval of the Senate. Attempts to reduce the amount of the grant, and to strike out the homœopathic clause, were unsuccessful.

The concurrent resolution of Mr. Newcombe of the House, requesting the Regents to dismiss all students from the University who had engaged in the late war against the Union, created considerable debate on its reception in the Senate. Mr. Sanborn, of St. Clair, declared that the Regents that had tolerated the presence of these men ought to be dismissed before the students themselves. The resolution was finally referred to the Committee on Public Instruction, who reported "that they had been unable to learn that there had been any boasting of the part taken by these men in the rebellion, that would warrant such a bull of excommunication from this honorable body as the resolution under consideration;" and further that "it can hardly be justifiable that the Legislature of this State be governed by so vindictive a course as that indicated in the resolution under consideration. * * * And that your committee do most heartily concur, not only in the course pursued by the Board of Regents, but by the President and Faculty of the University, and recommend that the House concurrent resolution be not concurred in." A letter from Dr. Haven, denying the charges implied in the resolution, was appended to the report.

Hon. Thomas D. Gilbert and Hon. Hiram A. Burt have been nominated Regents of the University.

LANSING.—The Agricultural College opened Feb. 27, with 90 students, viz: 5 Seniors, 9 Juniors, 17 Sophomores, 45 Freshmen, 2 Specials and 12 in the Preparatory Class. Over 200 applications for admission were made, but could not be entertained for lack of room. This difficulty will be in part remedied by the recent act appropriating $20,000 for a new dormitory building.

MATTERS ABROAD.

AMERICAN.

NEW YORK.—The Normal School buildiug to be erected at Fredonia, Chautauque county, this summer, is designed to accommodate nearly 1,000 pupils.

Prof. Agassiz receives $500 per night for six lectures in New York on scientific topics.

LOUISIANA.—In addition to Raphael Semmes, ex-General Jos. Wheeler has been elected to a professorship in the Louisiana State Seminary. He is to fill the chair of natural sciences.

Sixty Catholic priests have arrived in New Orleans to open schools for the freedmen.

TENNESSEE.—A bill has been passed by the Legislature establishing a common school system for the State without distinction of color.

SOUTH CAROLINA.—Superintendent Tomlinson reports (January, 1867) 75 day and 4 night schools, taught by 101 white and 43 colored teachers, with an aggregate attendance of 8,120. There are also 46 Sunday schools, with 4,765 pupils. The freedmen's contributions in support of the schools have amounted during January to $1,500. Mr. Tomlinson estimates that in addition to those above named, there are at least 60 schools, with an attendance of about 5,000 pupils.

FOREIGN.

FRANCE.—The Minister of Public Instruction has just issued a circular advising the teachers of the public schools not to torment their pupils by cramming their youthful heads with grammatical rules, learned by rote, but to inculcate the principles of correct and elegant diction by the less arid method of *dictation* and the *analysis of interesting reading lessons*, thus indoctrinating them gradually and practically into the intricacies of grammatical law, without the infliction of the headaches, penal tasks, and weariness of the flesh, to which the learned and genial Minister alludes with an evident commiseration that makes one suspect he must have suffered many things in his boyhood under the rule of pedagogues.

M. Philarete-Chastes announces himself as a candidate for one of the vacant seats in the French Academy.

SPAIN.—Public education in Spain is very backward, as may be imagined from the fact that out of a total of 72,157 municipal councilors, no less than 12,479 are unable to read or write. Among the number are included 422 Mayors and 938 Deputy Mayors.

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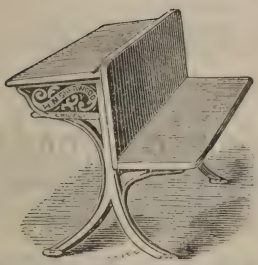

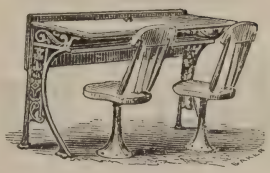

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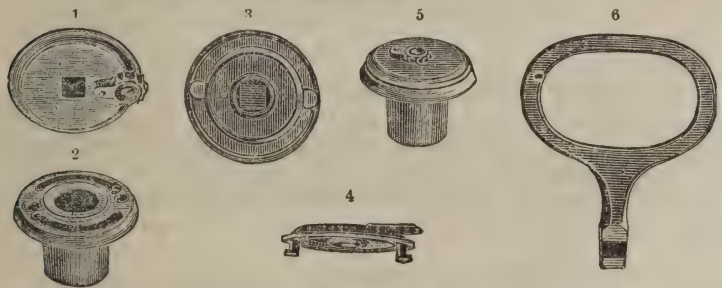

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Be it further Resolved, That Professor Charles Davies, LL. D., of the State of New York, be requested to confer with Superintendents of Public Instructions, and Teachers of Schools, and others interested in a reform of the present incongruous system, and by lectures and addresses to promote its general introduction and use.

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MICHIGAN TEACHER--1867.

VOLUME SECOND.

TO THE TEACHERS OF MICHIGAN.

Do you take an Educational Journal?

In every human employment there are persons who seem solicitous for only that which promises to minister to their present pleasure or convenience, who make no provision for their own future success and usefulness, and who apparently have no regard for the dignity and honor of the profession to which they belong. Too many teachers are included under this remark. They are too self-satisfied to seek any means of improving the quality of their work; aud being only nominal members of the great brotherhood of teachers, they contribute little or nothing to the cause they profess to serve. To teach safely to the end of the term and draw their salaries, seems their only inspiration. Such persons, of course, never take an educational journal. Why should they waste upon such an object the precious shillings which might buy personal finery? If they should learn to teach or to govern better, their patrons will never appreciate the improvement, and so the school goes on in the same monotonous, lifeless fashion from year to year. The teacher who neglects to improve his methods, to increase his store of knowledge, to keep himself abreast of the educational movements of his time, is certain very soon to become a drone in the educational hive. If he would avoid this, there is but one course open—the study of educational works and periodicals. The latter have an especial claim upon his attention, for if well conducted they afford a constant supply of fresh thoughts upon the important questions which must engage his attention from day to day. Hence we need not hesitate to affirm that all true teachers will read some educational journal.

It is well to take the educational periodicals of other States, for it shows a spirit of enterprise worthy of all commendation; but are there not special reasons why the educational journal of one's own State should have preference over all others? The teachers of Michigan form a mighty band working

for a common object, having common sympathies, each interested in the professional progress of the others. Instead of remaining in a state of isolation, is it not desirable that there should be a medium of communication whereby a spirit of professional brotherhood shall be fostered, local improvements made general, and the results of individual experience go toward the building up of that Science which involves all that is dearest to humanity? By the testimony of competent authorities, the MICHIGAN TEACHER is second to none in the excellence of its general articles; while the attention which it bestows upon all matters relating to the teachers and schools of this State, gives it a value which no other journal can possibly claim.

There are many professional teachers in our State who, it is presumed, have the interests of education at heart, and who, when no educational journal existed, expressed themselves frequently and earnestly in favor of establishing one. Now that the enterprise has been started, is it not reasonable to expect that such persons will give it their moral and material support? Those who are now giving their time and means to this enterprise, have no other interest in it than to establish a journal which shall contribute to the progress of their profession, and they modestly submit the question to their fellow-teachers whether this effort does not deserve their cordial support. In view of the above considerations we think we may justly claim the support of our fellow-teachers in carrying our enterprise to a successful issue.

We invite attention to a few specific features of the MICHIGAN TEACHER:

1. ORIGINAL CONTRIBUTIONS. This journal is not a mere reprint of matter contained in other periodicals, but is made up of original contributions from the best practical teachers in our State.

2. BOOK NOTICES. These will not be mere statements of title with the names of author and publisher; nor unqualified commendations in stereotyped phrase: but a candid statement of the intrinsic merits of the book, for the sole purpose of estimating its real worth.

3. EDUCATIONAL INTELLIGENCE. It is everywhere conceded that the MICHIGAN TEACHER presents a more complete statement of educational news than any other journal in the country. Under "Matters at Home" will be found the latest items of interest relating to the teachers and schools of Michigan; while "Matters Abroad" will present a view of the leading educational movements in other States and in foreign countries. In the last particular the editors of the TEACHER have peculiar facilities, as they receive direct from Europe leading educational periodicals.

4. SPECIAL AIMS. The TEACHER recognizes the business of teaching as a distinct and peculiar department of human labor, and claims that in the full meaning of the term it is entitled to all the honors and prerogatives of a profession.

In the current volume, the Resident Editor will furnish a series of articles on "School Management," designed to illustrate and apply principles which underlie the art of governing, the understanding of which is essential to all who would become good disciplinarians.

Prof. Goodison will give special attention to the nature and methods of Geography. The readers of the TEACHER will receive a monthly installment of matter relating to this subject, which will be inaccessible to the great mass of teachers.

Prof. J. Russell Webb will contribute articles on the "Word-Method of Teaching Reading." These will be invaluable to all who design to become teachers of reading, and are of themselves worth many times the subscription price of the TEACHER.

Prof. E. L. Ripley will furnish "Methods in Arithmetic," many of which have never been published, but which are of great practical value.

Prof. E. A. Strong will write articles of especial interest to Principals and Superintendents of schools, having reference to their peculiar duties.

Miss S. C. Sterling, a graduate of Oswego Training School, will, as soon as her health permits, prepare a series of articles on "Teaching Number," upon a new and philosophical plan.

Prof. J. Bengel, a graduate of the Teachers' Seminary of Esslingen, in Wurtemberg, and of the Pedagogical Department of the University of Tübingen, will contribute articles on "Henry Pestalozzi," the "Co-education of the Sexes," "Normal Schools," and other pedagogical subjects.

Mr. Hosford, our State Superintendent, has assured us that he will make the TEACHER his official organ of communication with the County Superintendents. The election of these officers opens a new era in the educational history of our State, and we shall look for increased activity and efficiency in this department of our school system. While the County Superintendents will find the TEACHER invaluable as a medium of receiving instructions from the State Superintendent, it will be hardly less valuable as a means of improvement among the teachers of their respective districts.

All persons interested in the success of the TEACHER, are respectfully solicited to further its interests. The following persons are especially authorized to receive subscriptions: Mr. WESLEY EMERY, who is at present our only traveling agent; the Principals of Union Schools, and the County Superintendents. Persons sending subscriptions to the office, should in all cases direct their letters to JOHN GOODISON, Ypsilanti, Mich.

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WM. H. PAYNE, Resident Editor,
YPSILANTI, MICHIGAN.

Notices of the Michigan Teacher.

KALAMAZOO COLLEGE, March 7, 1867.

EDITORS OF MICHIGAN TEACHER :—The March number of your periodical is before me, and I cannot refuse to express my sense of its high value and beauty. We certainly owe you hearty thanks for maintaining in Michigan an educational magazine of such sterling and sustained excellence. Could it secure a circulation proportionate to its real worth, it would accomplish great good in the cause it advocates so ably. Had my voice any influence with my fellow-teachers, I would heartily counsel them to buy, read and ponder well the monthly issues of the MICHIGAN TEACHER.

Wishing you increasing success, I remain, yours truly,

J. M. GREGORY.

AGRICULTURAL COLLEGE, March 13, 1867.

Professor Wm. H. Payne.

DEAR SIR :—I like your TEACHER much. By giving us a monthly record of what is doing in different parts of the State, you give us a perpetual reminder of our brotherhood in the work of education.

Besides, we all need more thorough study of the *general principles* that underlie our work, a need to which I see your TEACHER is very attentive, and which we cannot expect to find systematically discussed in other sorts of journals or papers. Truly yours,

T. C. ABBOT.

The teachers of Michigan (that is, so many of the eight thousand teachers of that State who have sufficient professional spirit, and interest in the work of their fellow-laborers of the State, to take and read the TEACHER) have reason to be proud of their organ. It is one of the best educational journals that come to our table. Its Book Notices are especially commendable for critical ability, good sense and fearlessness.—*Am. Ed. Monthly.*

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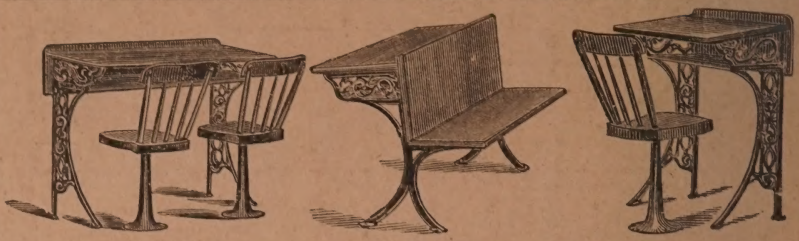

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